

CLEVELAND ELEMENTARY

151 Franklin St
Spartanburg, SC 29303

GRADES PK-6 Elementary School

ENROLLMENT 412 Students

PRINCIPAL Patrick Suber 864-594-4444

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	10	53	47	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

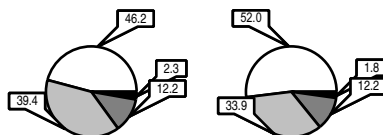
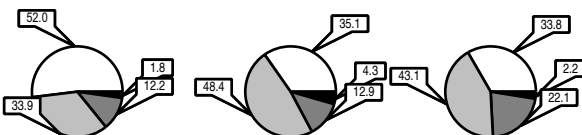
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	265	98.5	51.8	34.1	12.3	1.8	22.7	Yes	Yes
Gender									
Male	161	98.1	61.9	29.4	7.1	1.6	16.7		
Female	104	99.0	38.3	40.4	19.1	2.1	30.9		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	253	98.8	52.3	33.6	12.6	1.4	22.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	207	98.6	44.1	38.2	15.3	2.4	28.8		
Disabled	58	98.3	78.0	20.0	2.0	0.0	2.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	265	98.5	51.8	34.1	12.3	1.8	22.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	265	98.5	51.8	34.1	12.3	1.8	22.7		
Socio-Economic Status									
Subsidized meals	253	98.4	53.6	33.5	11.0	1.9	20.6	Yes	Yes
Full-pay meals	11	100.0	18.2	45.5	36.4	0.0	63.6		

Mathematics - State Performance Objective = 15.5%									
All Students	265	98.9	46.2	39.4	12.2	2.3	27.1	Yes	Yes
Gender									
Male	161	98.8	52.8	37.0	8.7	1.6	19.7		
Female	104	99.0	37.2	42.6	17.0	3.2	37.2		
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	253	99.2	46.5	39.5	12.1	1.9	27.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	207	99.0	36.8	45.0	15.2	2.9	33.9		
Disabled	58	98.3	78.0	20.0	2.0	0.0	4.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	265	98.9	46.2	39.4	12.2	2.3	27.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	265	98.9	46.2	39.4	12.2	2.3	27.1		
Socio-Economic Status									
Subsidized meals	253	98.8	47.6	39.5	10.5	2.4	26.2	Yes	Yes
Full-pay meals	11	100.0	18.2	36.4	45.5	0.0	45.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	60	100.0	42.3	38.5	19.2	N/A	19.2
	Grade 4	78	100.0	41.9	40.3	16.1	1.6	17.7
	Grade 5	83	100.0	85.7	14.3	N/A	N/A	N/A
	Grade 6	63	98.4	73.1	25.0	1.9	N/A	1.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	98.4	36.8	28.1	28.1	7.0	35.1
	Grade 4	61	98.4	43.9	45.6	10.5	N/A	10.5
	Grade 5	66	98.5	49.2	39.3	11.5	N/A	11.5
	Grade 6	76	98.7	75.3	20.5	4.1	N/A	4.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	60	100.0	40.4	40.4	9.6	9.6	19.2
	Grade 4	78	98.7	32.8	54.1	8.2	4.9	13.1
	Grade 5	83	100.0	68.6	30.0	1.4	N/A	1.4
	Grade 6	63	100.0	46.2	48.1	5.8	N/A	5.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	98.4	31.6	43.9	17.5	7.0	24.6
	Grade 4	61	100.0	39.7	46.6	13.8	N/A	13.8
	Grade 5	66	98.5	49.2	36.1	13.1	1.6	14.8
	Grade 6	76	98.7	53.4	37.0	6.8	2.7	9.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 412)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	3.6%	2.7%
Attendance rate	95.9%	Up from 95.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%		5.6%	3.5%
Eligible for gifted and talented	4.8%	Down from 5.3%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.2%	Down from 13.7%	8.0%	8.2%
Older than usual for grade	1.0%	Up from 0.4%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	62.5%	Down from 64.1%	48.0%	51.4%
Continuing contract teachers	80.0%	Up from 79.5%	79.5%	87.5%
Highly qualified teachers**	97.2%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	2.8%		3.6%	0.0%
Teachers returning from previous year	83.8%	Up from 81.6%	82.2%	86.7%
Teacher attendance rate	94.1%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$41,875	Up 3.7%	\$39,001	\$40,760
Prof. development days/teacher	10.0 days	Up from 9.7 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.0 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.5%	Up from 87.7%	89.0%	90.0%
Dollars spent per pupil*	\$9,833	Up 16.9%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	58.1%	Down from 61.0%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	40.0%	Up from 14.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2003 - 2004 school year, the staff, parents, and community partners of Cleveland Elementary School continued the mission of providing a challenging academic curriculum in a nurturing environment for our students.

The SC READS grant provided opportunities for parents to work toward their GED, assist their children at home and at school, and implement effective parenting skills and strategies so that their children could become better prepared for school success. The grant also provided opportunities for teachers in grades PreK -3 to learn how to help children become better readers and writers by the end of grade 3.

Our partnership with Spartanburg Regional Healthcare System was continued and strengthened. During our monthly planning meetings, many student needs were identified, resources were obtained, and mentoring and career development programs were implemented.

Staff members spent countless hours each Wednesday in staff development sessions learning how to better teach children.

In summary, we invite you to come to Cleveland Elementary School and witness our own Renaissance. We are proud of our students, and we will strive to provide them with the best educational experiences possible.

Patrick Suber, Principal

Ray Myers, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	56	35
Percent satisfied with learning environment	66.0%	78.2%	85.3%
Percent satisfied with social and physical environment	65.2%	67.9%	85.3%
Percent satisfied with home-school relations	24.4%	80.0%	71.4%

*Only students at the highest elementary school grade level at this school and their parents were included.